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ABSTRACT

The compensation policy for students and graduate assistant employees at two-year and four-year public institutions in Washington State was studied. General student employment (excluding teaching assistants) is considered in terms of regular student employment and work study employment. Regular student employment is fully funded out of the institution's regular budget and no direct reimbursement is received from the state or federal governments. The College Work Study program is federally subsidized while the state work study program is supported by the state. Characteristics of the two programs and primary differences are examined. Recommendations concerning regular student employment provide that institutions establish student employee scales or compensation plans, recognizing employee experience and quality of work accomplished; and that the legislature fund salary increases for general student employment commensurate with increases authorized for Higher Education Personnel Board personnel. Compensation for teaching assistants and teaching assistant productivity were analyzed. The productivity ratio for converting teaching assistants to full-time equivalent faculty was reviewed at both the University of Washington and Washington State University. The final recommendation recognizes the importance of graduate assistants and recommends that the legislature provide increases for this group, commensurate with the average salary increases provided to regular and exempt staff. Data on average salary comparisons and information on graduate student service appointments are appended. (SW)

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Report No. 81-3

STATE OF WASHINGTON
COUNCIL FOR POSTSECONDARY EDUCATION

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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REPORT AND RECOMMENDATIONS ON STUDENT COMPENSATION

OCTOBER, 1980

PREPARED BY:
TOM JONS

HE 013 434

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PREFACE

The Council was directed by the Legislature, through a proviso in the Appropriations Act, to study the compensation policy for students and graduate assistant employees at the state's higher education institutions. The Council was also directed to develop recommendations for a uniform compensation policy at the institutions.

Initially, the Council staff felt it necessary to survey the two and four-year public institutions in order to determine what data were available concerning student employment. From the responses, the staff was able to learn how students were being employed and how that employment was being funded. Based upon the initial survey, the study was divided into two parts: (1) General Student Employment; and (2) Teaching Assistants/Graduate Assistants.

The General Student Employment section was further divided into two parts: (1) Regular student employment; and (2) Work Study employment. Recommendations 1 through 5 in the report deal with this area. The thrust of these recommendations were twofold: (1) That institutions establish student employee scales or compensation plans, recognizing employee experience and quality of work accomplished; and (2) That the Legislature fund salary increases for general student employment commensurate with those increases authorized for Higher Education Personnel Board personnel.

The Teaching Assistant portion of the study not only reviewed compensation for teaching assistants, but also analyzed teaching assistant productivity. The productivity ratio for converting teaching assistants to FTE faculty was reviewed at both the University of Washington and Washington State University. It was determined that the productivity/workload ratio continues to be approximately 4:1, i.e., four half-time teaching assistants are equal to 1 FTE faculty. Recommendation 6 is based on this analysis.

The final recommendation recognizes the importance of graduate assistants and recommends that the Legislature provide salary increases for this group of higher education employees, commensurate with the average salary increases provided to regular and exempt staff.

The report was presented to the Council on October 9, 1980. The report and its recommendations were accepted by the Council and a resolution was adopted directing the staff to transmit the final report to the Governor and Legislature.

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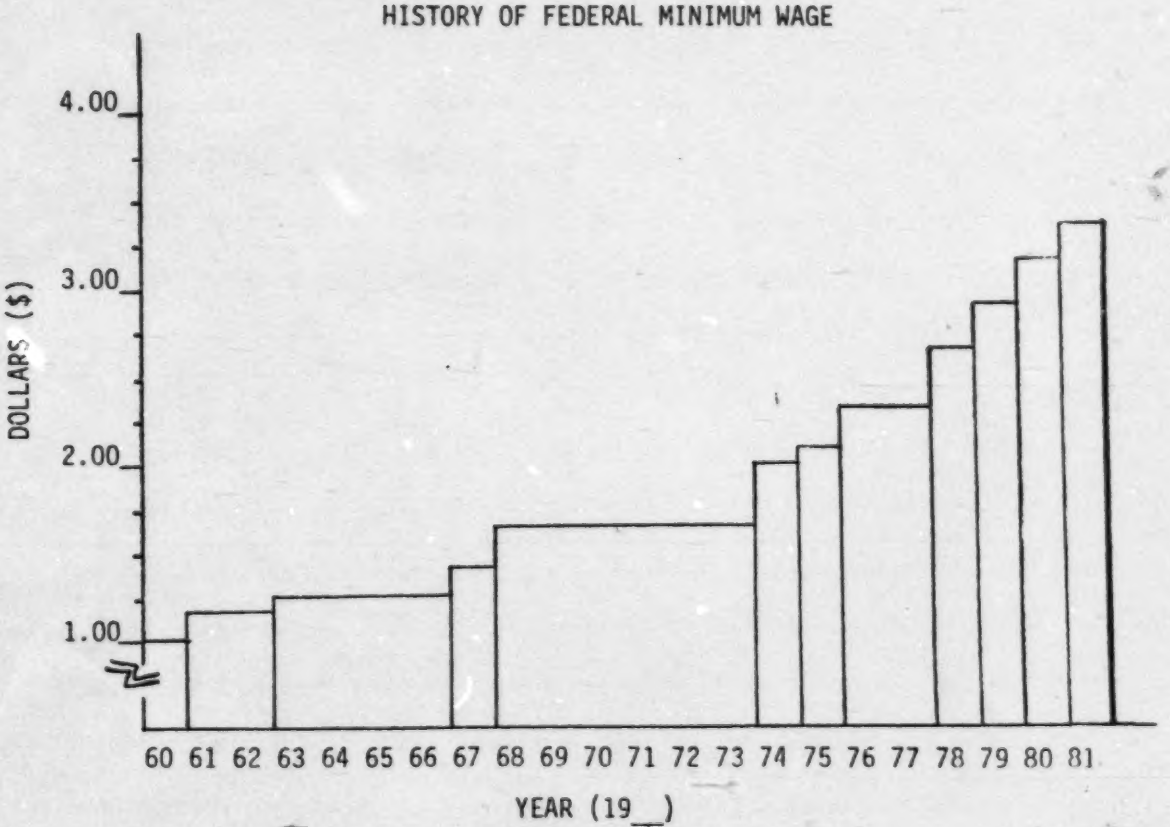
Background

At the current time in the State of Washington, there is no commonly accepted student compensation policy at the public institutions. Rapid changes in the federal minimum wage, differing requirements for state and federal work study programs, lack of state funded salary increases for student employees, and institutional budget constraints have precipitated a situation that reflects rather divergent practices among the two and four-year institutions. For these reasons, the 1979 Legislature directed the Council for Postsecondary Education in the Appropriations Act to review the compensation policies for general student and graduate assistant employees at the state's higher education institutions and to develop recommendations for a uniform compensation policy at the respective institutions. The report was requested by not later than November 1, 1980 for submittal to the appropriate House and Senate fiscal committees.

The Appropriations Acts of both the 1977 and 1979 Legislatures did not include a funding allowance for salary increases for student employees. The 1979 Appropriations Act provided that institutions may provide salary increases to student employees, graduate assistants, and teaching assistants, with the implication that funding would have to come from each institution's base budget. Although most institutions were able to give their student employees some sort of increase for 1979-80, such increases did not equate to the percentage increases given to other institutional employees.

The pressures on institutions to pay minimum wage rates, which have been increasing rapidly under federal law, are substantial. (See graph below.) Only two public institutions in Washington now pay less than the minimum wage. Recent congressional action requiring College Work Study employees to be paid at least the minimum wage rate is likely to result in all institutions using that rate as the base for all student employees.

HISTORY OF FEDERAL MINIMUM WAGE



The Need for Student Employment

Student employment represents an integral part of an institution's teaching, research, and service programs. On-campus employment is of mutual benefit to the student and the college or university. Employment affords the student an opportunity to share the cost of his or her education. Part-time work also can contribute to a student's personal and professional development as he or she builds skills, explores business etiquette and norms, and undergoes practical on-the-job training. The institution also benefits from student employment. The student body of an institution provides a large, sometimes highly qualified, pool of potential employees. The institution can draw from this pool in order to provide assistance to a variety of areas. These areas range from instruction-related work to work far removed from the student's major field of study. For relatively low costs and without the need for a longtime commitment, institutions can employ part-time students who have varying skill levels.

The jobs students may fill within an institution vary greatly. At some institutions, students may be hired as firefighters or security personnel. At other institutions, students may gain practical experience by working on institutionally owned and managed farms or forest lands. Basically, however, institutions provide the same general employment pattern for their students. This pattern ranges from assisting faculty members with laboratory instruction and/or grading papers to helping with research in a project funded by a grant to, in the case of graduate assistants, having varying degrees of research, laboratory, and/or classroom instructional responsibility.

Other students may be employed by auxiliary enterprises such as food service, intramural activities, or residence halls. Although these positions are directly related to the institution, state funding is not provided since the funds come from the resources of the auxiliary enterprise.

In the broad sense, regular student employment can be considered a form of financial aid. It should be pointed out, however, that student employment goes beyond financial aid and remains in the American tradition of providing students the opportunity to assist themselves in pursuing a higher education.

As part of the Council's analysis, the staff requested information from the two and four-year institutions concerning their student employment policies, salary schedules, and general comments regarding student employment. All four-year institutions responded along with a representative sample of two-year schools. All respondents indicated that student employment activities had been consolidated into a single office, usually the Financial Aid Office. Some institutions reported a very detailed student employee classification system while others stated they had no classification system and compensated all their student employees at the same base rate. The beginning wage rate also varied substantially between institutions with two four-year institutions paying a rate lower than the federal minimum wage. All two-year institutions paid at least the federal minimum wage.

General Student Employment

The General Student Employment category is defined for this report as all types of institutional student employment except teaching assistants. Two basic types of student employment are included in this category: Regular student employment and Work Study employment. (Work Study employment is also available to teaching assistants but has been primarily used for general student employment.)

Regular student employment is that employment which is fully funded out of the institution's regular budget and for which no direct reimbursement, state or federal, is received. Total wages for this category are budgeted against the appropriate departmental budgets.

Work Study employment is divided into two parts: College Work Study and State Work Study. The College Work Study Program is federally subsidized while the State Work Study Program is supported by the state. Both programs were created to encourage students who apply and qualify for financial aid to earn a part of their college expenses through employment. A discussion of the two programs and primary differences is explained in detail in Appendix A.

Distribution of Wage/Salary Dollars

Table I indicates the summary distribution of dollars and students between the work study programs and regular institutional employment at Washington State's colleges and universities. The data are taken from the Council's "Unit Record" financial aid reporting system and a CPE

TABLE I

Average Annual Earnings
1978-79

Institution	College Work Study (Federal)*	State Work Study (State)*	Institutional Employment
TOTAL FOUR-YEAR PUBLIC INSTITUTIONS			
Total Dollars	$5,094,092	$1,112,155	$8,092,298
Number of Students	4,598	610	--
Average Amount Per Student	$ 1,108	$ 1,823	--
TOTAL INDEPENDENT			
Total Dollars	$2,919,099	$ 681,614	$ 363,609
Number of Students	3,714	561	848
Average Amount Per Student	$ 785	$ 1,214	$ 428
TOTAL COMMUNITY COLLEGES			
Total Dollars	$3,013,416	$ 376,239	N/A**
Number of Students	4,335	539	--
Average Amount Per Student	$ 695	$ 698	--
GRAND TOTAL			
Total Dollars	$11,027,147	$2,170,008	--
Number of Students	12,647	1,710	--
Average Amount Per Student	$ 872	$ 1,269	--

* Includes employer matching funds.

** Updated information was requested in a memorandum dated August 13, 1980 (Appendix C).

N/A Not Available.

survey of regular student employment. A more detailed table displaying each institution's distribution of dollars and students for the three employment programs is located in Appendix B.

The data point up some of the inconsistencies relating to the rates of student compensation. By the nature of the State Work Study Program, students employed under this program receive a significantly higher average dollar amount per student than the other programs. This is due to the program requirements requiring payment of prevailing rates for off-campus employment and, in the case of comparable positions, equal compensation with classified positions.

The central elements in any system of compensation are well defined and understood position requirements and pay rates in line with those requirements. The absence of well understood and communicated systems of student compensation lead to questions of whether there is equal pay for equal work, has contributed to an unwillingness on the part of the Legislature to fund adjustments, and gave rise to the directive prompting this study.

Because of the variety of student employment available on college campuses, the desire for institutions to employ students, the student's need for employment, and the variety of student employment methods employed, the Council recommends the following:

Recommendation 1:

That each institution develop, in consultation with affected parties on campuses, an employee scale or classification which will list employment

categories available for student employees on the campus, necessary qualifications, and the wage rates to be paid.

Recommendation 2:

That the minimum wage in the lowest category of any compensation plan be not less than the federal minimum wage and extend to a point encompassing the Higher Education Personnel Board classification for which comparable positions are involved for those student employees who meet the minimum qualification standards for that class.

Recommendation 3:

That the compensation plans include well understood criteria which permit pay differentials for student employees based on length of service, recognizing experience and merit.

The intention of the above recommendations is to urge each institution to either evaluate its existing system or, if necessary, develop a new system based upon the philosophical bases of equal pay for equal work and reward for experience and merit. It is recognized that these principles can be applied in a variety of ways and that the decision process should take place at the campus level with the involvement of the various interested parties. No single centralized system is proposed in view of both the desirability of local decision making and the dynamics of student employment.

In anticipation that these efforts will begin at each institution, the Council also recommends:

Recommendation 4:

That the Legislature fund salary increases for general student employment commensurate with those increases authorized for HEPB personnel. To monitor use of these funds, general student employment expenditures should be clearly identified by all institutions on appropriate budget forms.

If an institution has a well-defined student compensation plan containing the components outlined in Recommendations 1 - 3, then the scale or classification can be the basis for compensation of State Work Study on-campus positions which are not comparable to Higher Education Personnel Board positions.

One of the central concepts of the State Work Study Program is payment of the prevailing rate in the employing organizations. In on-campus employment the prevailing rate for comparable positions is defined by the HEPB, thus the statutory requirement. In cases where positions are, in fact, not comparable, the prevailing rate should be determined through a well-designed compensation plan. The Council, therefore, recommends:

Recommendation 5:

That if the institutional student compensation plan clearly and substantially delineates those positions which are and are not comparable to Higher Education Personnel Board classifications, State Work Study Program rules and regulations should allow use of acceptable compensation plans for non-comparable on-campus positions.

Teaching Assistant Compensation and Workload

Since the early 1960's, the teaching assistant ratio for both funding and workload purposes has been four half-time teaching assistants for each full-time equivalent faculty. The TA's were assumed to be half-time, since the other half of the time, it is assumed they would be students. The 4 to 1 ratio was initially based on the fact that the average teaching assistant salary was approximately one-fourth that of the average full-time faculty member. Concerns were raised in 1965-67 by the regional universities (then state colleges) that this 4 to 1 ratio gave the doctoral institutions an unfair advantage and did not depict the actual productivity ratios.

The Interinstitutional Committee of Business Officers was given the task of determining the validity of the 4 to 1 ratio as part of the task of the instruction formula revision in 1967.

Teaching assistants were, and still are, placed in three situations based on the amount of classroom responsibility allowed and the degree of supervision imposed. The three situations were: (1) Where the TA had basically complete responsibility for the instruction of the class; (2) Where a TA or TA's taught in a shared situation with a regular faculty member; and (3) Where a TA had no formal classroom contact, e.g., conducted non-scheduled study sessions, conducted office hours, or did paper grading.

In consultation with the four-year academic officers, a conversion formula was developed which analyzed the credit hours taught by teaching assistants who had complete responsibility and those TA's in shared situations. Teaching assistants with complete responsibility were credited with generating all the credit hours associated with the class. In the shared situation,

the guiding principle was that the regular faculty member would receive not less than 60 percent of the total student credit hours generated by the course. The teaching assistant would share the remaining credit hours generated based upon one credit hour for every contact hour. No credit hours were allocated to TA's who had no formally scheduled class contact.

The results of the 1969 study indicated that the ratio was slightly less than 4 to 1. Since the relationship was extremely close to the established ratio, the 4 to 1 relationship was maintained and has been continued through the 1970's.

Within the past few years, questions have again been raised regarding the teaching assistant conversion ratio as used by the four-year institutions and their role in the instructional program. In the analysis of teaching assistant workload as it related to this study, it was necessary to again use an evaluation approach that took into account the wide variety of teaching assistant assignments including the fact that some teaching assistants have no classroom responsibilities. Therefore, in order to address this issue, the Council staff undertook the task of determining the current productivity ratio by using the conventions adopted in 1967. In addition, the staff conducted both oral and written interviews with selected department chairmen corresponding to the sample disciplines at both doctoral universities.

After discussions with staff personnel from both the University of Washington and Washington State University, it was determined that the data needed were reasonably accessible. Since, at Washington State University,

data would have to be collected manually, members of the Council staff assisted in that collection process. Data from the University of Washington were available from computer-based files.

Due to the collection methods utilized at Washington State University and the time involved in collecting the data, the staff determined that a sample consisting of eleven disciplines would be a sufficient representation of the institution. The University of Washington was able to provide data for the same disciplines and also provided data for the entire institution. The departmental interviews were conducted orally at Washington State University and written responses were received from the University of Washington.

The results of the analysis are found in Table 2. The sample data for both institutions indicate that at the lower division, it takes approximately 4.4 half-time teaching assistants to produce as many credit hours as one FTE lower division faculty position. The productivity relationship at the upper division, however, indicates a much closer relationship between regular faculty and teaching assistants. The composite result is that the 4 to 1 relationship can be supported.

The table also provides an insight into the use of teaching assistants at different course levels. At the University of Washington, there are approximately twice as many teaching assistantships assigned to the lower division as compared to the upper division. The sample data for Washington State University indicates even greater emphasis at the lower division where there are approximately five times as many teaching assistants as compared to the upper division course level.

TABLE 2

Results of Teaching Assistant
Productivity Analysis

	UW (sample)	WSU (sample)	UW (all)
LOWER DIVISION			
Total SCH generated by regular faculty	72,802	35,990	121,120
Total regular faculty - FTEF	138.83	56.07	280.04
Average SCH per FTEF	524	545	433
Total SCH generated by teaching assistants	28,227	23,702	58,008
Total FTEF teaching assistants	76.21	47.19	147.22
Average SCH per FTEF teaching assistant	370	502	394
UPPER DIVISION			
Total SCH generated by regular faculty	59,358	25,354	135,158
Total regular faculty - FTEF	286.08	125.15	848.01
Average SCH per FTEF	207	203	159
Total SCH generated by teaching assistants	10,918	2,387	17,682
Total FTEF teaching assistants	39.47	9.72	76.18
Average SCH per FTEF teaching assistant	277	246	232
LOWER AND UPPER DIVISION			
Total SCH generated by regular faculty	132,160	61,344	256,278
Total regular faculty - FTEF	424.91	191.21	1,128.05
Average SCH per FTEF	311	321	227
Total SCH generated by teaching assistants	39,145	26,089	75,690
Total FTEF teaching assistants	115.68	56.91	223.40
Average SCH per FTEF teaching assistant	338	458	338
RELATIONSHIP OF REGULAR FACULTY TO TEACHING ASSISTANTS			
Lower Division	5.7	4.4	4.4
Upper Division	3.0	3.3	2.8
Weighted Combination of Lower and Upper	4.8	4.2	3.9

The results of the interviews revealed that each department uses teaching assistants in a different manner. For example, the Physics Department at Washington State University uses regular faculty to teach lectures and supervise laboratories, while teaching assistants conduct the laboratory sections. The student credit hours are distributed between the teaching assistants and the regular faculty since it is considered a shared situation. On the other hand, the English Department primarily uses teaching assistants as instructors for freshman English courses. Although the teaching assistants are directly in charge of the classes, regular faculty members supervise the handling of the class and provide direction for the courses. These regular faculty members are not credited with any student credit hours for their supervisory work. The teaching assistants are allotted all of the SCH. The History Department uses teaching assistants primarily as faculty assistants. The teaching assistants grade papers, set up lectures, do research for faculty, and may conduct a lecture or two at some time during the term. The regular faculty member, however, does attend these lectures. All the student credit hours are credited to the regular faculty member; the teaching assistant receives no SCH.

The interview results from the University of Washington indicate that teaching assistants are basically used in the same manner as teaching assistants at Washington State University, i.e., in shared situations with regular faculty, directly in charge of the class, and not having any formal class contact. There was, however, little or no correlation in the use of teaching assistants between corresponding disciplines at the two institutions.

It was determined from the interviews, and also reflected in the data, that at the lower division level, teaching assistants are used most often in shared situations or work in ways where there is no formal contact with the students. As graduate students mature and advance, the stronger teaching assistants are given the opportunity to teach at the upper division level with less regular faculty supervision. Therefore, the pattern of teaching assistant productivity is closer to that of the regular faculty.

The Council, therefore, recommends:

Recommendation 6:

That the productivity/workload ratio remain unchanged, and teaching assistants continue to be budgeted based on a 4 to 1 relationship.

Since the original ratio was based on salaries as opposed to productivity the staff determined that it was necessary to compare the 4 to 1 productivity ratio to salary. In an attempt to confirm the original basis that teaching assistant salaries would be one-quarter of the average full-time faculty, the staff looked at the average teaching assistant salary of the seven comparison states.

The display of the results of the salary analysis is shown in Table 3. Four out of the seven states - California, Minnesota, Oregon, and Wisconsin - have average teaching assistant salaries equal to approximately one-quarter of

TABLE 3

Teaching Assistant Salary Comparison
1978-79 Salaries

State	Average TA Salary (UW)*	1/4 Total Average Salary**	Total Average Salary**
California	$ 5,664	$ 6,051	$ 24,205
Illinois	4,469	6,260	25,041
Indiana	N/A	5,675	22,700
Michigan	4,878	6,554	26,216
Minnesota	5,514	5,667	22,666
Oregon	5,836	5,649	22,594
Wisconsin	5,807	5,855	23,418
UW	$ 5,083	$ 5,674	$ 22,694
WSU	5,154	5,376	21,502

* The UW provided the average teaching assistant salary data.

** Comparison states data were obtained from the Seven State Survey for Four-Year Institutions, published by OCSCUP.

TABLE 4

Teaching Assistant Salary Comparison
1979-80 and 1980-81

State	Average TA Salary 1979-80	Average TA Salary 1980-81
California	$ 6,273	$ 6,885
Illinois	4,718	5,095
Indiana	3,533*	3,886*
Michigan	5,220	5,690
Minnesota	5,904	6,311
Oregon	6,250	6,875
Wisconsin	6,235	6,680
UW	$ 5,323	$ 5,536
WSU	5,423	5,694

* Includes position called Faculty Assistant with no clearly assigned duties.

the total average salary. Two other states - Illinois and Michigan - have teaching assistant average salaries somewhat lower than one-fourth of their respective total average salaries. It should be noted, however, that these two states have the highest total average faculty salaries among the comparison states. Data from Indiana were not usable. Table 4 compares the average teaching assistant salary from the seven comparison states for 1979-80 and 1980-81.

Table 5 provides an additional insight to the compensation in terms of how the institutions in each of the seven states handle graduate assistant tuition and fee charges. Minnesota is the only state of the seven that has a policy similar to Washington, that is, not waiving all or a portion of the graduate fees.

Based on the analysis of teaching assistant compensation and workload, the Council makes the following recommendation:

Recommendation 7:

That the Legislature recognize the importance of graduate assistants to the instruction and research programs and provide average salary increases to students with graduate service appointments commensurate with the average salary increases provided to regular faculty and exempt staff.

A report on Graduate Student Service Appointments was prepared by SaraLynn Mandel, President of the Graduate and Professional Student Senate. A copy of the report is contained in Appendix E.

TABLE 5

Graduate Assistant Stipend Data

Institution	Appointment	Median Stipend	Minimum Stipend	Fees Waived	Net Median Stipend
University of California - Berkeley	T.A.	$ 6,156	$ 6,156	$ 789 - Resident tuition grants	$ 6,156 (assuming receipt of)
	R.A.	4,860	4,860	3,189 - Nonresident available on a competitive basis for all graduate students	4,860 - Tuition grant
University of Illinois	T.A.	5,000 (stipends	4,240	962 - Resident	5,000
	R.A.	5,000 vary by department)	4,240	2,322 - Nonresident	5,000
Indiana University	T.A.	4,000	Varies by	800 - Resident	4,000
	R.A.	4,000	department	2,322 - Nonresident	4,000
University of Michigan	T.A.	5,220	5,134	218 - Resident tuition grant	5,220
	R.A.	5,160	5,134	1,050 - Nonresident	5,160
University of Minnesota	T.A.	5,355	5,355	Students pay $620/year	4,735
	R.A.	5,355	5,355	resident tuition - $1,110 nonresident waived	4,735
University of Oregon	T.A.	5,222	3,104	1,281 - Resident	5,222
	R.A.	5,222	3,104	2,196 - Nonresident	5,222
University of Washington	T.A. I	5,562	5,238	Students pay $771/year	4,791
	R.A.	5,022	4,752	resident tuition - $1,965 nonresident is waived	4,291
Washington State University	T.A.	5,580	5,265	Students pay $770/year	4,810
	R.A.	4,950	4,950	resident tuition - $1,956 nonresident is waived	4,180

SOURCE: The data for this table were provided by Washington State University.

College Work Study Changes Affecting Teaching Assistants

The elimination of hourly time slips for graduate teaching and research assistantships may alter institutional funding patterns significantly. The staff has requested additional information from the five four-year institutions regarding their specific source of funding. For example, this liberalization of the College Work Study rules and regulations could potentially increase the use of this fund source and, therefore, impact the FTE faculty count in the instructional funding formula.

Institutions were requested to comment on this issue as well as provide data concerning the number of graduate assistants funded from College Work Study and the amount of institutional matching funds involved. The letter requesting this information and the written institutional responses received to date are included in Appendix D.

The relationship between College Work Study funds and graduate assistants is a complex issue. From the data that have been collected so far via letter and telephone, the use of College Work Study funds for teaching assistants is not currently a problem. However, the Council staff will continue to monitor this area of employment and its relationship to budgeting for higher education needs.

APPENDIX A

College Work Study Program and

State Work Study Program

College Work Study Program (CWS)

The primary purpose of the College Work Study Program is to stimulate and promote the part-time employment of students for financial aid purposes. The program is designed for those students who have a financial need and who without the opportunity for this type of employment would be unable to pursue a course of study at an institution of postsecondary education. College Work Study is usually awarded to students along with other forms of financial assistance. This enables the students with the greatest need to meet their educational expenses without the necessity of incurring an unduly heavy burden of indebtedness. The program is also intended to broaden the range of worthwhile job opportunities for qualified students. Federal funds are provided to eligible institutions who desire to participate in the College Work Study Program.

An institution will award an eligible student a specific dollar amount. In setting this amount the institution considers the individual student's financial need, number of hours per week the student can work, length of the academic program or period of employment, anticipated wage rate, and the amount of other financial assistance available to the student. While there is no minimum or maximum award that a student may receive under this program, generally the institution must not let the total earnings exceed the amount of established need. However, in order to provide reasonable flexibility in managing the program, work study earnings may exceed the established need by no more than $200 per year. On the average, students work between 12 and 19 hours per week - as schedules allow. Employment under College Work Study must not result in a displacement of employed

workers or impair existing contracts for services. Institutions are cautioned against use of students in jobs which traditionally and customarily have been filled by full-time personnel from outside the institution. It is the intent of the program to create new job opportunities. College Work Study positions cannot be sectarian related, and must be free of political involvement.

The College Work Study Program can be used to cover either on-campus or off-campus employment by non-profit agencies. On-campus employment is beneficial to both the student and the institution. It expands employment opportunities for needy students and at the same time accomplishes required services for the institution. Generally, a student may be employed in any department, division, office or other unit of the institution. Students may also be assigned to assist an individual if the work involved is the type which the institution would normally support under its own employment program. An example of this is the assignment of a student to serve as a research assistant. The work performed by the student does not have to correspond to the student's major area of study, but should utilize the student's skills and particular interests.

Off-campus College Work Study is of benefit to the student, the institution, and the employer. To the extent allowed by the placement, students are able to test, clarify, and/or redirect career objectives in the context of practical work experience. Most public agencies and private non-profit organizations qualify as eligible employers. Profit-making organizations or business entities are not allowed to participate in the College Work

Study program. As with on-campus employment, participation in the off-campus College Work Study program does not require direct relationship to the student's major field of study.

Under the College Work Study Program, eligible employers are reimbursed by the federal government for between 50 and 80 percent of the student's gross wages. The percentage of reimbursement depends upon: (1) The magnitude of College Work Study allocations available to an institution in a given fiscal year; and (2) The specific conditions of contractual agreement between a postsecondary institution and another eligible employer. The remaining percentage match comes from the institutional budget in the case of on-campus employment, and from the employer's resourses in the case of off-campus employment. Specifics as to how the student is paid, i.e., who issues the check, are negotiable between the institution and the employer.

State Work Study Program (SWS)

One purpose of the State Work Study Program is similar to that of the College Work Study Program in that it, too, provides financial assistance to needy students. These students must, however, be attending a participating postsecondary institution in the State of Washington. The institution must agree to stimulate and promote part-time employment for the State Work Study Program and, where possible, provide needy students with employment related to their educational pursuits. As with CWS, SWS basically is awarded to students along with other forms of financial assistance.

There are nine primary differences between the State Work Study Program and College Work Study Program. These differences are:

(1) State Work Study employment must be educationally related to the student's course of study or career goal. Primary emphasis must be placed on assuring that the student is placed in a position which is educationally beneficial and related to his/her area of interest.

(2) State Work Study employment positions must be filled by eligible Washington residents before nonresidents are considered.

(3) Since students with great financial need have other sources of financial aid available to them through grants and work opportunities, the State Work Study Program is directed towards students with moderate need who if it were not for this program would finance much of their educational expenses with loan monies. The recipients of this program, however, must have a sufficient level of financial need to lend continuity to an employer/employee relationship.

(4) Employer reimbursement is accomplished with state funds as opposed to federal monies.

(5) Any business entity is potentially eligible to employ students. This concept is unique to the State of Washington. The employing organization may be either a profit or a non-profit organization or institution, but must agree to provide employment that will benefit the student through work related to the student's educational interest, as well as agreeing to comply with the provisions in the employer contract agreement. An employer is not eligible if there exists an association with a religious organization. Also, in order for an organization or institution to be

eligible, it must not be involved in partisan or non-partisan political activity. (At present, only three private four-year institutions qualify for employing SWS students.)

(6) Where positions are comparable, compensation paid to State Work Study students must be equal to the entry level salary of comparable HEPB positions. SWS students may not fill positions which are vacant because the employer's regular employees are involved in a labor dispute or fill positions that are currently or were formerly occupied by regular or classified employees. In other words, employment of State Work Study students may not result in the displacement of employed workers or impair existing contracts for services.

(7) The rate of reimbursement by the state to public postsecondary educational institutions employing SWS students is 80 percent of the student's gross wages. The postsecondary institution must pay the remaining 20 percent plus the cost of any employee benefits. A private business or organization employing SWS students is reimbursed by the state for up to 65 percent of the student's gross wages. The private concern pays the remaining 35 percent plus the cost of any employee benefits.

(8) Reimbursements to employers of students attending public postsecondary institutions are made by the institution; but the Council for Postsecondary Education must pay employers of students attending private colleges and universities.

(9) Students working under the State Work Study Program are limited to working not more than an average of 19 hours per week during the academic year except during vacation periods when they may work up

to 40 hours per week. This limitation does not exist in the College Work Study Program. In neither program can students earn more than $200 above the amount of their need except under specific conditions outlined in the State Work Study and College Work Study rules and regulations governing the programs.

APPENDIX B

Average Salary Comparisons

TABLE 1

Average Annual Earnings
Four-Year Public
1978-79

Institution	College Work Study (Federal)*	State Work Study (State)*	Institutional Employment
UNIVERSITY OF WASHINGTON			
Total Dollars	$2,937,327	$ 458,050	$ 3,593,653
Number of Students	1,824	207	
Average Amount Per Student	$ 1,610	$ 2,212	
WASHINGTON STATE UNIVERSITY			
Total Dollars	$ 902,042	$ 328,677	$ 2,161,734
Number of Students	1,012	138	
Average Amount Per Student	$ 891	$ 2,381	
CENTRAL WASHINGTON UNIVERSITY			
Total Dollars	$ 351,062	$ 77,165	$ 599,589
Number of Students	472	49	
Average Amount Per Student	$ 743	$ 1,574	
EASTERN WASHINGTON UNIVERSITY			
Total Dollars	$ 234,899	$ 116,148	$ 761,701
Number of Students	345	62	
Average Amount Per Student	$ 680	$ 1,873	
THE EVERGREEN STATE COLLEGE			
Total Dollars	$ 325,937	$ 59,386	$ 331,181
Number of Students	357	71	
Average Amount Per Student	$ 912	$ 836	
WESTERN WASHINGTON UNIVERSITY			
Total Dollars	$ 343,635	$ 72,729	$ 644,440
Number of Students	588	83	
Average Amount Per Student	$ 584	$ 876	
ALL FOUR-YEAR PUBLIC INSTITUTIONS			
Total Dollars	$5,094,902	$1,112,155	$8,092,298
Number of Students	4,598	610	
Average Amount Per Student	$ 1,108	$ 1,823	
TOTAL INDEPENDENT			
Total Dollars	$2,919,099	$ 681,614	$ 363,609
Number of Students	3,714	561	
Average Amount Per Student	$ 785	$ 1,214	

* Includes employer matching funds.

TABLE 2

Average Annual Earnings
Community Colleges
1978-79

Institution	College Work Study (Federal)*	State Work Study (State)*	Institutional Employment
BELLEVUE COMMUNITY COLLEGE			
Total Dollars	$ 126,957	$ 2,967	$ 108,568
Number of Students	187	2	
Average Amount Per Student	$ 678	$ 1,483	
BIG BEND COMMUNITY COLLEGE			
Total Dollars	$ 21,185	0	**
Number of Students	35		
Average Amount Per Student	$ 605		
CENTRALIA COLLEGE			
Total Dollars	$ 116,072	$ 19,373	$ 73,841
Number of Students	194	28	
Average Amount Per Student	$ 598	$ 691	
CLARK COLLEGE			
Total Dollars	$ 92,950	$ 14,439	$ 57,615
Number of Students	149	24	
Average Amount Per Student	$ 623	$ 601	
COLUMBIA BASIN COMMUNITY COLLEGE			
Total Dollars	$ 17,693	$ 4,882	$ 59,260
Number of Students	31	7	
Average Amount Per Student	$ 570	$ 697	
EDMONDS COMMUNITY COLLEGE			
Total Dollars	$ 109,499	$ 15,032	$ 29,578
Number of Students	132	21	
Average Amount Per Student	$ 829	$ 715	
EVERETT COMMUNITY COLLEGE			
Total Dollars	$ 76,288	$ 19,612	$ 89,606
Number of Students	118	21	
Average Amount Per Student	$ 646	$ 933	
FORT STEILACOOM COMMUNITY COLLEGE			
Total Dollars	$ 116,413	$ 4,774	$ 73,165
Number of Students	167	5	
Average Amount Per Student	$ 697	$ 954	
GRAYS HARBOR COLLEGE			
Total Dollars	$ 69,561	0	$ 38,667
Number of Students	99		
Average Amount Per Student	$ 702		

* Includes employer matching funds.
** Updated information was requested in a memorandum dated August 13, 1980 (Appendix C).

TABLE 2
(Cont.)

Average Annual Earnings
Community Colleges
1978-79

Institution	College Work Study (Federal)*	State Work Study (State)*	Institutional Employment
GREEN RIVER COMMUNITY COLLEGE			
Total Dollars	$ 279,359	$ 1,321	$ 32,742
Number of Students	339	1	
Average Amount Per Student	$ 824	$ 1,321	
HIGHLINE COMMUNITY COLLEGE			
Total Dollars	$ 130,057	$ 12,343	$ 83,677
Number of Students	201	10	
Average Amount Per Student	$ 647	$ 1,234	
LOWER COLUMBIA COLLEGE			
Total Dollars	$ 127,817	$ 16,514	$ 22,640
Number of Students	185	38	
Average Amount Per Student	$ 690	$ 434	
OLYMPIA TECHNICAL COMMUNITY COLLEGE			
Total Dollars	$ 87,574	$ 13,219	$ 48,535
Number of Students	133	13	
Average Amount Per Student	$ 658	$ 1,016	
OLYMPIC COMMUNITY COLLEGE			
Total Dollars	$ 171,024	$ 11,401	**
Number of Students	227	20	
Average Amount Per Student	$ 753	$ 570	
PENINSULA COLLEGE			
Total Dollars	$ 29,851	$ 5,636	$ 12,700
Number of Students	42	7	
Average Amount Per Student	$ 710	$ 805	
SEATTLE CENTRAL COMMUNITY COLLEGE			
Total Dollars	$ 202,811	$ 39,948	**
Number of Students	226	40	
Average Amount Per Student	$ 897	$ 998	
NORTH SEATTLE COMMUNITY COLLEGE			
Total Dollars	$ 170,671	0	**
Number of Students	183		
Average Amount Per Student	$ 932		
SOUTH SEATTLE COMMUNITY COLLEGE			
Total Dollars	$ 102,745	$ 37,259	**
Number of Students	157	59	
Average Amount Per Student	$ 654	$ 631	

* Includes employer matching funds.
** Updated information was requested in a memorandum dated August 13, 1980 (Appendix C).

TABLE 2
(Cont.)

Average Annual Earnings
Community Colleges
1978-79

Institution	College Work Study (Federal)*	State Work Study (State)*	Institutional Employment
SHORELINE COMMUNITY COLLEGE			
Total Dollars	$ 135,599	$ 5,802	$ 80,115
Number of Students	156	4	
Average Amount Per Student	$ 869	1,450	
SKAGIT VALLEY COLLEGE			
Total Dollars	$ 54,482	$ 5,902	$ 39,554
Number of Students	125	11	
Average Amount Per Student	$ 439	$ 536	
SPOKANE COMMUNITY COLLEGE			
Total Dollars	$ 208,905	$ 47,661	$ 80,286
Number of Students	349	78	
Average Amount Per Student	$ 598	$ 611	
SPOKANE FALLS COMMUNITY COLLEGE			
Total Dollars	$ 219,048	$ 58,757	$ 63,771
Number of Students	330	72	
Average Amount Per Student	$ 663	$ 816	
TACOMA COMMUNITY COLLEGE			
Total Dollars	$ 112,449	$ 12,213	**
Number of Students	158	13	
Average Amount Per Student	$ 711	$ 939	
WALLA WALLA COMMUNITY COLLEGE			
Total Dollars	$ 67,450	0	**
Number of Students	130		
Average Amount Per Student	$ 518		
WENATCHEE VALLEY COLLEGE			
Total Dollars	$ 107,789	$ 1,530	$ 20,285
Number of Students	172	1	
Average Amount Per Student	$ 626	$ 1,530	
WHATCOM COMMUNITY COLLEGE			
Total Dollars	$ 29,338	0	0
Number of Students	38		
Average Amount Per Student	$ 772		

* Includes employer matching funds.
** Updated information was requested in a memorandum dated August 13, 1980 (Appendix C).

TABLE 2
(Cont.)

Average Annual Earnings
Community Colleges
1978-79

Institution	College Work Study (Federal)*	State Work Study (State)*	Institutional Employment
YAKIMA VALLEY COLLEGE			
Total Dollars	$ 29,337	$ 25,654	**
Number of Students	72	64	
Average Amount Per Student	$ 407	$ 400	
TOTAL COMMUNITY COLLEGES			
Total Dollars	$3,013,416	$ 376,239	**
Number of Students	4,335	539	
Average Amount Per Student	$ 695	$ 698	
GRAND TOTAL			
Total Dollars	$11,027,417	$2,170,008	**
Number of Students	12,647	1,710	
Average Amount Per Student	$ 872	$ 1,269	

* Includes employer matching funds.
** Updated information was requested in a memorandum dated August 13, 1980 (Appendix C).

APPENDIX C

Letter of August 13, 1980 to

Two and Four-Year Business Officers

STATE OF WASHINGTON

Dixy Lee Ray
Governor

COUNCIL FOR POSTSECONDARY EDUCATION
908 E. 5th Avenue, Olympia, Washington 98504

Chalmers Gail Norris, Executive Coordinator

TO: Two and Four-Year Business Officers

FROM: Denis J. Curry
Deputy Coordinator for Finance

SUBJECT: Regular Student Employment

DATE: August 13, 1980

During our study of student compensation, we have attempted to collect information from a variety of sources. It was our intention that all the necessary data we would need would be available to us without have to request any information directly from the institutions. However, it has become apparent that little or no data are available concerning "regular" or general student employment, that is, time-slip employment not related to work study programs or graduate assistants.

In order to round out our study, we need to collect some specific information concerning regular student employment. If possible, we would like to have the total dollars spent on regular student employment for the academic year 1978-79. Also, if possible, we would like to have the number of students who worked in those positions during that academic year. If that is not possible, we would like to have the total dollars expended for all student employment, including work study matching monies; and we will derive an estimate of the total regular student employment dollars by subtracting out the institutional matching funds for the various work study programs. If your institution does not offer any regular student employment, please so state.

Due to the time constraints imposed on this study, we request that you provide our office the information not later than August 22, 1980. We intend to have a field review document completed and mailed by early September. This study, along with its recommendations, will be an action item for the October Council meeting.

Thank you for your assistance in this project; and if you have any questions concerning our request for data, do not hesitate to call.

DJC:kp
cc: C. Gail Norris
Bob Carr
Harold Jacobsen

APPENDIX D

Council Request and Subsequent Institutional Responses

STATE OF WASHINGTON

Dixy Lee Ray
Governor

COUNCIL FOR POSTSECONDARY EDUCATION
908 E. 5th Avenue, Olympia, Washington 98504

Chalmers Gail Norris, Executive Coordinator

September 3, 1980

Individual letters mailed to:

Dr. George Beckmann - UW
Dr. John Slaughter - WSU
Mr. Russ Hartman - EWU
Mr. Courtney Jones - CWU
Mr. Donald Cole - WWU

We expect to mail a draft of the Student Compensation Study within the next few days. In our analysis of the various aspects and ramifications of this study, the impact of changes in the College Work Study (federal) rules and regulations makes it necessary to request additional data. As you are probably aware, beginning this fall the College Work Study (CWS) Program will no longer require time slips for graduate teaching and research assistantships.

Our concern deals with the potential impact of this liberalization on graduate assistant employment and its relationship to faculty staffing formula assumptions. Therefore, we are requesting information on the number of graduate assistants funded from CWS in 1979-80 and the amount of institutional Work Study match (the 20 percent) for graduate assistants in that year. Also we would like an estimate of the number of graduate assistants and related matching funds your institution is committing to this type of employment for 1980-81. I would appreciate it if you would provide this information to Tom Jons of my staff (SCAN 234-1166) by September 17.

I might add that we will be considering alternatives for taking this type of employment into account in budgeting for instructional service. I would appreciate your suggestions as to appropriate treatment and reporting of FTE and dollars in this area. Thank you for your help.

Sincerely,

Denis J. Curry
Deputy Coordinator for Finance

DJC:kp

UNIVERSITY OF WASHINGTON
SEATTLE, WASHINGTON 98195

VICE PROVOST FOR PLANNING AND BUDGETING AF-30

September 23, 1980

Denis J. Curry
Deputy Coordinator
Council for Postsecondary Education
908 East Fifth Avenue
Olympia, Washington 98504

Dear Denis:

This letter is in response to Mr. Jons' letter of September 10, 1980, regarding the CPE Student Compensation Study and your letter of September 3, 1980, regarding this study and the impact of changes in federal College Work Study (CWS) program rules and regulations.

With respect to the Student Compensation Study, The University of Washington supports all of the recommendations contained therein. Given recent history with respect to funding of salary increases for graduate student service appointments and student hourly help, we would like to see more emphasis placed on a recommendation that the Legislature authorize and fund average salary increases for these two groups of employees. While the recommendation is presented in the current draft report, it appears almost in passing. Perhaps a separation and highlighting of recommendations as was done for the Faculty Compensation report would help underscore this need.

You have also asked us to identify the number of graduate assistants funded on federal CWS programs in 1979-80 and committed for 1980-81. The University's present policy is to limit the use of federal CWS program funds to graduate research assistant and other research service appointments. This policy was implemented for 1980-81 in view of the relationship of teaching service appointments to the instructional formula, pending further discussions with you and others in Olympia. We thus look forward to a discussion of alternatives regarding this question as you suggest.

Please call if you have any questions regarding the above.

Yours sincerely,

Robert K. Thompson
Vice Provost for Planning and Budgeting

cc: Dr. Beckmann
Mr. Carr
Mr. Ryan

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WESTERN WASHINGTON UNIVERSITY **MEMO**

To: Tom Jons

From: Don Sturgill DAS

Date: 9/19/80

Subject: Requested information on CWS

In response to the letter from Denis Curry to Don Cole, the following represent the 1979/80 use of work study funds to support TA's:

Graduate students	16
Institutional Match	
CWSP	$4,268.60
SWSP	949.68
Total	$5,218.28

At this point in time, we do not have a specific amount budgeted for 1980/81. We assume the level of support will be approximately the same.

If you need further information, please contact me.

DAS/mb
cc: Wayne Sparks
Don Cole

CENTRAL WASHINGTON UNIVERSITY
Ellensburg, Washington 98926 Affirmative Action/Equal Employment Opportunity/Title IX

MEMORANDUM

TO: Tom Jons
Council for Postsecondary Education

FROM: Joseph M. Antonich
Controller

DATE: October 1, 1980

SUBJECT: Student Compensation Study
Denis J. Curry's Letter of 9/3/80

In response to the above mentioned letter, I would like to offer the following information:

We have no graduate students receiving Federal Work Study money.

During FY 80, twentyone graduate students received $10,900 in State Work Study assistance. During FY 81, I estimate twenty graduate students will receive $12,000 in State Work Study assistance.

If I can be of further help, please call me at SCAN 453-3638.

JMA:ck

Office of Financial Aid

127 Showalter Hall

Cheney, Washington 99004
509-359-2314

September 24, 1980

Council for Postsecondary Education
908 East 5th Avenue
Olympia, WA 98504
ATTN: Tom Jons

Dear Mr. Jons:

There were 7 federal work-study graduate fellowships at EWU during the 1979 - 80 academic year. The 20% institutional match for wages earned by these students was $5088.37.

At the present time we have 5 full federal work-study graduate fellowships awarded for the 1980 - 81 academic year. The 20% match for these students will be approximately $3450. We may possibly add additional fellowships as the year progresses.

Again, I apologize for the delay in getting this information to you. I hope it has not caused you too much inconvenience.

Sincerely,

Susan Shackette
Director of Financial Aid

cc: Russ Hartman
SS:sm

Eastern Washington University is an equal opportunity, affirmative action institution.

WASHINGTON STATE UNIVERSITY
PULLMAN, WASHINGTON 99164

ACADEMIC VICE PRESIDENT AND PROVOST

November 12, 1980

RECEIVED
1980

Mr. Tom Jons
Council for Postsecondary Education
908 E. 5th Avenue
Olympia, Washington 98504

Dear Tom:

In response to your letter of September 5, 1980, which requested information concerning the use of College Work Study funds for graduate students at Washington State University, I am submitting the following:

GRADUATE STUDENTS USING COLLEGE WORK STUDY AT WSU
1979-80

Unduplicated Head Count	CWS $ Institutional Match (20%)
98 (CWS only)	
10 (CWS and State WS)	$79,840

Estimate for
1980-81
(Provided by M. Biel, 10/22/80)*

58	$47,580

*Note: No graduate students at WSU utilizing State Work Study funds in 1980-81.

We are very concerned as a result of your asking for our suggestions about "how to take this type of employment into consideration in budgeting" and your "mentioning its relationship to the staffing formula assumptions."

The work study funds at Washington State University do not provide employment for graduate students to fulfill the responsibilities of formula-generated employees.

The services provided by the graduate assistants using work study funds are considered over and beyond the normal activities of faculty and graduate assistants provided by the formula funding. We interpret College Work Study as a program which provides financial aid to students for which they in turn provide enrichment service not otherwise provided by regularly employed faculty, graduate assistants, or staff. We do not perceive College Work Study as a program which provides money to the University to hire employees to do the routine work of the institution.

It is hoped that no thought is being given by CPE or others to using the College Work Study funds, even the 20%, which is institutional funds, to reduce or offset the earnings of faculty entitlement of the University from the formula-generated funding.

Ross Armstrong, I was told, discussed with you the probable reasons for the significant decline in the utilization of this program by graduate students at WSU in 1980-81 as compared to 1979-80.

Sincerely,

John B. Slaughter
Vice President and
Provost

JBS: vw

cc: Ross Armstrong
W. Beasley
Arthur E. McCartan
C. J. Nyman
Pete Wollstein

APPENDIX E

Graduate Student Service Appointments

TO: The University of Washington Administration

FROM: Tne Graduate and Professional Student Senate

The Graduate and Professional Student Senate is deeply concerned about the erosion of financial support accorded to Graduate Student Service Appointees (Teaching and Researcn Assistants) on this campus. The situation has worsened over the past several years and is particularly alarming at this time of high inflation and impending tuition increases. We feel that the matter warrants immediate attention and action by the University of Washington Administration.

We will address ourselves to the following issues:

1) That Graduate Student Service Appointments (GSSA) salaries be brought to parity with the faculty (cash) salary index to attempt to establish equitable purchasing power;
2) That GSSAs salaries be reestablished at a level competitive with those of other comparable institutions;
3) That Research Assistantship stipends be brought up to the level of Teaching Assistantship stipends at this University;
4) That future salary increases of GSSA be incorporated into the funding base subject to salary increases for faculty, as appropriated by the State Legislature.

The non-responsiveness of GSSA salaries to rising costs of living, e.g., housing, food, clothing, as well as to increasing costs of education (tuition increases) is causing undue hardship to a group of students providing a crucial service to tne University community. A Teaching Assistant (TA) is required to provide twenty (20) hours weekly, accounting for his/her time on Faculty Activity Analysis sheets. Typical duties include instruction in classrooms and laboratories, grading papers and examinations, proctoring of exams and consultation with students. In many cases, departments could not discharge their responsibilities to

the undergraduate population without the aid of qualified teaching assistants. An example of the type of valuable contribution provided is seen within the Chemistry Department. In the 1979-80 academic year 12,618 students were enrolled in courses offered by this department. Of this number, 5,426 or 43% were enrolled in laboratory courses taught exclusively by TAs. Chemistry courses are required by many departments on campus as prerequisites for higher level courses as well as required courses for degree programs. In addition, all students in pre-Medical and pre-Dental programs require chemistry courses. Without the capabilities of TAs providing service in courses at all levels within the Chemistry Department, the fulfillment of the broad responsibilities of this and other departments to the undergraduate population would be virtually impossible.

This example has been given to underscore the symbiotic relationship between the University and Graduate Student Service Appointees - the University gains in services provided by TAs and RAs, and in the area of applying for and acquiring research grants - and in turn, the TA and RA receives a salary. However, serious inequities exist with respect to this financial compensation!

The Graduate and Professional Student Senate has compiled the following data to support our concern with the current status of GSSAs:

TABLE I
Cash Salaries for Graduate Student Service Appointments as Compared with Faculty and the CPI*

Fiscal Year	Class	Cash Salary	Base Salary Index US CPI		%Behind CPI
1967-68	TA	$ 2925	100	101.9	---
	RA	2700	100	101.9	---
	Faculty	12719	100	101.9	---
1978-79	TA	4995	170.8	205.4	20.2
	RA	4518	167.3	205.4	22.8
	Faculty	22694	178.4	205.4	15.1
1979-80	TA	5238	179.1	232.7[e]	29.9
	RA	4752	176.0	232.7[e]	32.2
	Faculty	25035[e]	196.8	232.7[e]	18.2
1980-81	TA	5454	186.5	258.8[e]	38.8
	RA	4950	183.3	258.8[e]	41.2
	Faculty	26935[e]	211.8	258.8[e]	22.2

* Compiled from figures obtained from Data Exchange Program - Office of Planning
l Proposed
e Estimate-based on OFM projections

As is shown in Table I, for 1980, GSSA cash salaries lag significantly behind the faculty salary index and both fall markedly below the CPI. The situation promises to be even more disparate in 1981. While the increasing distance behind the CPI is worrisome, it is additionally discouraging that the GSSA salaries, both cash salaries and net compensation, are falling behind their counterparts at other comparable insitutions (Table II). Currently, (1980-81) our net compensation falls below that of the seven comparable institutions' average for resident GSSAs. If tuition and fees increase as proposed over the next biennium, the disparity will increase further.

TABLE II

Resident Graduate Student Stipends at the University of Washington and Seven Comparison Insitutions - Cash Salaries and Net Compensation*

Year	Cash Salary below 7 Comp	Net Compensation[1] below 7 Comp Institutions
79-80	TA (low salary)[2] $59 or 1.1%	$716 or 14.5%
	RA (low salary) $356 or 7.0%	$770 or 16.2%
80-81[e]	TA (low salary) $285 or 5.0%	$947 or 17.7%
	RA (low salary) $587 or 10.6%	$996 or 19.4%

Proposed Tuition and Fees increase for 1981-83:

Resident Graduate Student	Presently:	$771
	Proposed:	$1339 (Increase S & A fees to $129)

* Compiled from report by Gary Millar, Senior Planning Analyst to Dr. Saunders Director, Capital Budget Office, September 2, 1980.

1 Net Compensation = Cash Salary including tuition and fees forgiven.

2 Low Salaries were selected as more conservative figures than average salaries.

e Estimates

The above data is alarming in light of the loss of the potential for attracting highly qualified graduate students to this University. Mr. James A. Hyatt in his report on Faculty Compensation at the University of Washington 1967-68 through 1978-79 stated, "Universities compete for outstanding students just as they do for outstanding faculty, and salary and compensation policies are critical in this competition. The State derives many benefits from the attraction of outstanding graduate students to the University. In addition, the ability to attract outstanding

graduate students is a major factor in faculty recruitment and retention as well. A consistent Faculty and Graduate Student Service Appointment salary policy is thus critical to the long-run development of the University."

The salary differential between Research Assistants and Teaching Assistants no longer seems justifiable and merits close examination. Two explanations have been advanced for the differential: 1) it was necessary in the past to "sweeten the pot" of a TAship by offering a higher salary to the TA over the RA; 2) RAs were tax exempt. These arguments are weak and outdated at best! In this time of increasing financial stress, a student is more-than-willing to accept any type of compensated service offer and it is not true that the tax exemption is more clearly related to the RA position. In addition, the adherence by the University to such a salary policy has caused a widening gap between TA and RA cash salaries - presently the difference is about 10.2% of cash salaries - an increase in the past decade from 7.9%! A survey was conducted in 1978 by Arizona State University of TA and RA salaries.[1] Of 37 schools with these positions, 26 paid TAs equal to RAs, 8 paid RAs more and only 3 paid TAs more than RAs. Apparently this issue has been discussed several times in the past few years but no action has been taken (please see attached letters from Dean Geballe of the Graduate School, and Mr. Millar's letter of April 26, 1979).

The State Legislature has refused over the past three biennia to recognize the employee status of the Graduate Student Service Appointees; deserving equitable salary treatment with other State employees. By failing to apropriate separate salary increase funding for GSSA, the Legislature has constrained the University of Washington to dig into an already strained budget for these much-deserved and necessary salary increases. As Mr. Hyatt has pointed out in his report, such "budget adjustments" to cover salaries not provided for by the State detract from the quality and effectiveness of instructional programs on this campus. A consensus

[1]Prepared by Melvin Marcus, Chairman, Arizona State University - copies attached

of opinion of various University personnel hold that this reluctance on the part of the State is due to a feeling that GSSA are a form of financial aid. We reject and oppose such a narrow position vehemently! The services provided by TAs and RAs on this campus clearly support the integrity of the instructional programs at this University, as well as the high regard with which the University is held amongst the Academic community. We feel it is long past time that a strong position was taken by this University's Administration to the State Legislature to counter self-destructive policies with regard to GSSA on this campus.

Finally, there is a need to consider the impact of tuition and fee increases on graduate students. The non-service graduate student is, of course, apt to be particularly hard-hit. Graduate and professional students have little time to take on part-time jobs to finance their education, and often cannot qualify for loans. A case study has been prepared on two such graduate students, by the Women's Commission (Susan Zoccola) and is attached to illustrate the desperate plight of many graduate students in the face of rising inflation and decreasing availability of financial aid resources. A significant tuition and fees increase as proposed will drastically hamper such students in their attempts to achieve an education at the University of Washington. Furthermore, the existence of such a plight may deter other graduate students from attending the University.

If we examine the graduate students who hold a service appointment, a 9.6% increase in salaries is required merely to cover the proposed increases in tuition and fees. The GSSA salaries would still remain far behind the faculty salary index and the CPI index. This emphasizes the potential loss of purchasing power over that already existing, over the next biennium. Clearly, the situation is fast becoming intolerable.

In conclusion, we feel that the data illustrate the need for immediate action by the University Administration to upgrade Graduate Student Service Appointments at the University of Washington. Specifically, the Graduate and Professional Student Senate on behalf of graduate students at the University of Washington urgently request support of the following: 1. Achievement of parity between GSSA salaries and the faculty salary index, and competitiveness with other comparable institutions (net

compensation), 2. Equalization of Research and Teaching Assistantship Stipends and 3. A REGENTIAL recommendation to the State Legislature to provide for GSSA salary increases with faculty salary increases (ie. incorporate GSSA salaries into the same funding base). Such a recommendation would hopefully be visibly supported by the faculty at the University of Washington.

While we recognize the existence of other pressing fiscal problems at this University our requests are timely in that the decisions for recommendations of salary increases will be made this month and brought to the Legislature. In certain cases a phase-in approach of some of the policy changes we advocate might be advisable - for example for increasing RA stipends to the level of TAs - to enable administrative offices to cope with the changes. We ask, however, that no avoidable delay be allowed given the seriousness of the present problem of equity for Graduate Student Service Appointments. We hope that President Gerberding and the Board of Regents will acknowledge this unique opportunity for students and administration to work together on issues that so clearly have the good of both at stake.

Respectfully submitted,

SaraLynn Mandel

SaraLynn Mandel
President,
Graduate and Professional
Student Senate

September 8, 1980

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ENC

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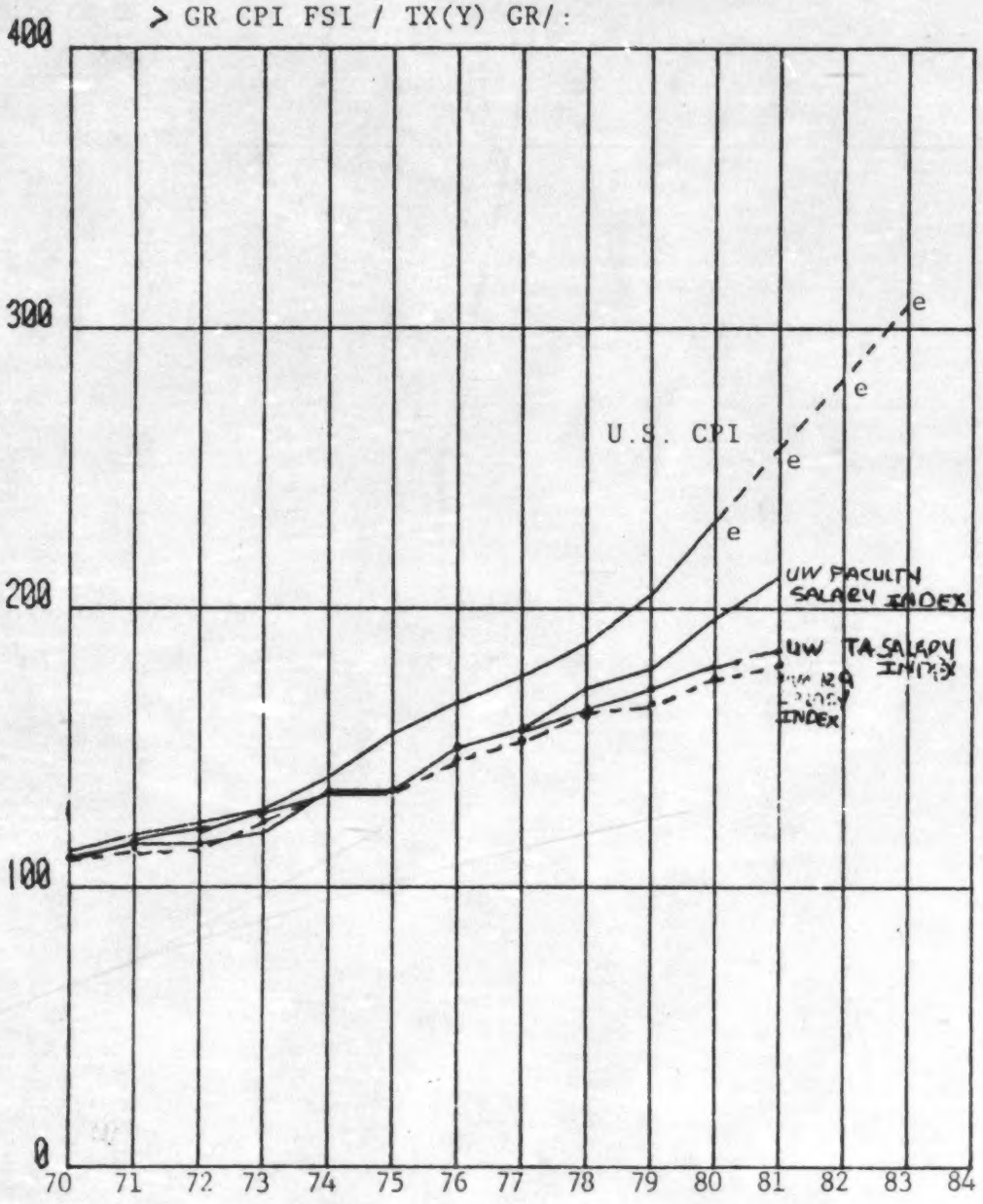
Terry Kelly, Student Activities Office
Al Ulbrickson, Student Affairs Office
Ms Kathy Wareham, ASUW President
Mr. Thompson, Planning and Budgeting

Figure 1

U.S. CONSUMER PRICE INDEX (CPI) vs.
U.W. FACULTY SALARY INDEX (FSI)
FY 1970-81



FISCAL YEAR

e = OFM estimate